

***He Arotake Whanaketanga mō te Mātauranga  
Ahurea Katorika – Te Ture Tāuke mō ngā Kura  
Katorika***

***Catholic Special Character  
External Evaluation for  
Development Report***

***St Paul's Catholic Primary School  
Massey, Auckland***

Evaluation conducted 20 - 21<sup>st</sup> March 2024.

Confirmed Report 18 April 2024

## School Details

School: St Paul's Catholic Primary School

**Address:** 498 Don Buck Road Massey, Waitakere City.

**School type:** State Integrated Yr. 1-6

**Actual roll:** 441

**Maximum roll:** 450

**Non-preference maximum:** 5%

**Actual non-preference number:** 25

**Roll based staffing entitlement:** 24

**Required Special Character Cl 47 positions:** 14.

**Filled Special Character Cl 47 positions:** .14

**Principal:** Mary Zellman

**Director of Religious Studies:** Gretchen Fernandez -Angelina Brayne

**Presiding Member:** Anthony McMahon

**Parish Priest:** Father Mosese

**Evaluation Team:** Lead Evaluator: Christine Smith, **Accompanying Evaluator:** Viki Trainor

## Ngā Whāinga O Te Arotake-Aims of External Evaluation

The New Zealand Catholic Bishops' Conference wishes the external evaluation to show how effective the school is in handing on the faith and forming a new generation of Catholics; this includes evaluating the efficacy of Religious Education and how the whole school community engages in authentic Catholic Christian witness and evangelising. This is the evangelizing mission of the Church, in which the school participates.

The external review process is based upon the *He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika – Te Ture Tāuke mō ngā Kura Katorika – Catholic Special Character Evaluation for Development (January 2022)*. In the evaluation, schools are asked to consider and demonstrate the ways in which they have provided for their students:



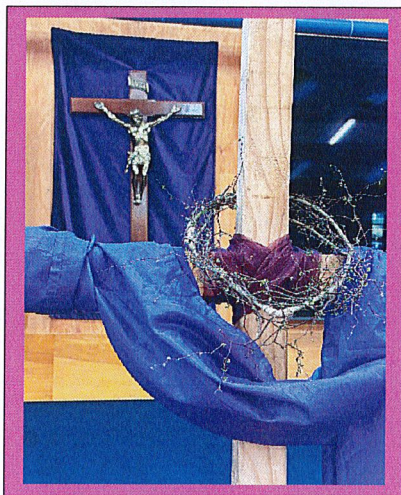
- Te tūtaki ki a Te Karaiti – an encounter with Christ,
- Mā te Mātauranga ka tipu – growth in knowledge,
- Te whakaatu Karaitiana – Christian witness.

And how the school is:

- Te kaitiakitanga me te whakapakari i te tuakiri- Safeguarding and Strengthening Catholic Special Character.

The evaluation is designed to look at the work the school has done, in its internal evaluation and development, to grow Catholic Character. It affirms what the school has done and the opportunities for further development the school has discerned. It challenges the school to be more transformational. Evaluators encourage and commend good practice, and work with the school to analyse opportunities to further strengthen and develop the Catholic culture.

Holy Week at St Paul's Massey



### Progress With Recommendations from the 2018 Catholic Special Character Evaluation

1. It is suggested that the “REBD” course be followed with discussion about the change in pedagogy that needs to happen in Religious Education Lessons. [Well Met](#)
2. The DRS needs to provide staff meetings at the start of each Strand to discuss the theological focus and for teachers to have time to discuss teaching and learning approaches across the levels. [Well Met](#)
3. The integrated concept planning each term needs to include a link to a Gospel passage or Christian belief. Teachers need to consider the Catholic world view the schools Charism and values and Catholic social teaching principles when planning these units. [Well Met](#)
4. If a student's preference changes due to being baptised records need to reflect this accurately. [Well Met](#)
5. It is suggested to gather staff and student voice around classroom prayer in order to look at the types



of prayer used most often and how prayer could be enhanced across the school. [Well Met](#)

The Prayer Garden at Hato Pāora is a beautiful place, where many karakia, prayers and blessings are lifted to the heavens.



The Kura of Hato Pāora acknowledge the Iwi of Te Kawerau ā Maki and Ngāti Whatua o Kaipara as the first people of the whenua on which their school stands. In 2022 Te Kawerau ā Maki, joined the Kura in relationship and so a journey of inquiry collaboration and respect began with Te Kawerau ā Maki guiding the Kura in knowledge and understanding of Te ao Māori. Pepeha Mo Hato Pāora, is a taonga that Te Kawerau ā Maki and Kura Hato Pāora devised for the Kura, working together in collaboration with one another.

### **Pepeha Mo Hato Pāora**

**Ko Pukewhakataratara te maunga**

**Ko Waitematā te moāna**

**Ko Ngongetepara te awa**

**Ko Tainui te waka**

**Ko Te Kawerau ā Maki te Iwi**

**Ko Hato Pāora te kura**



## Dimension 1: Te Tūtaki Ki A Te Karaiti-Encounter with Christ

**How effectively does the school encourage and facilitate the development of a personal relationship with Jesus Christ who reveals the transforming love and truth of the living God?**

### FOCUS AREAS:

#### 1. Spiritual Formation

There is very good evidence the school effectively provides ongoing Catholic spiritual formation to assist ākonga to enrich and deepen their personal relationship with Christ. Ākonga, Whanau and Kaiako encounter Christ in a variety of ways including through encounter with each other. “Christ has no body now but mine” from the school’s charism founded on the apostle, St Paul.

St Paul’s is a Christ centric organisation. This is evidenced across the spiritual fabric of the Kura, its environment and the way in which the school community uphold their **Vision**: Love-Aroha, Learn-Ako, Serve-Mahi, their **Mission**: to provide a quality education for children in a Catholic Community committed to Gospel Values, and **Values**: Respect, Trust in God and Servant Leadership. The Values were chosen by ākonga and the community, who wholeheartedly and deeply understand them, and action them ensuring they are visible throughout the school. This familiarity is encouraging encounter with Christ, and the development of an understanding of the person of Christ. The DRS, leads the formation of the Kai Karakia group using the tuakana-teina model. Each week senior ākonga lead the school in Christian Meditation, demonstrating servant leadership across the Kura.

“Mrs Zellman is proud of us, she says to us “trust in God, use servant leadership, you are role models” (Ākonga Māori).

Ākonga and Whānau Māori feel normalised by the integration of te ao wairuatanga and tikanga Māori in the school. It is increasingly becoming part of who St Paul’s is, as a school in Aotearoa NZ.

“St Paul’s provides the platform for our tamariki to understand that there is a greater purpose than themselves....to live their lives according to what Jesus would do” (Whānau Māori)

The physical environment of St Paul’s kura very effectively provides ākonga with many opportunities for rich spiritual development. Ākonga are given space and time for opportunities that promote encounter with Christ, the arts are a strength e.g. liturgical dance. The Prayer Garden is a place that is steeped in prayer, and it sits as a model of Laudato Si. It is well used by ākonga for meditation and prayer.

#### 2. Evangelisation

The school, through effective practices, and communications, facilitates an encounter with Christ and spreads the Good News to the community

- The school actively supports and promotes Parish programs for initiation and sacraments supporting tamariki, and whānau who eagerly participate in sacramental programs. As a result of the evangelising encounters at St Paul’s, faith is experienced as authentic, and this is



evangelising the hearts of people.

**“Belonging to this school community led us to church and belonging to the St Paul’s Parish community”**

**( Whānau)**

Tamariki and Whānau Māori feel valued as tangata whenua because this is who they are as the community of St Paul’s. Te ao Māori is part of the life of the school and authentically integrated and evidenced across all dimensions of the Catholic Special Character of the school. Collaborative evangelisation by the Parish and School is very effective. The Parish Priest visits classrooms weekly to engage with ākonga. The Principal is part of the Parish Council, and the DRS is integral to the Parish Sacramental program. Increasingly tamariki and whānau who are engaging in Parish life are indicating it is because of their positive experiences and encounter with the “Person of Christ” at school.

### **3. Faith-based Leadership**

Faith-based leadership **very effectively** shapes the school’s vision and direction, to ensure a genuine and ongoing encounter with Christ. The Principal’s faith-based leadership, is witnessed across the school community, Tūturu Māori, Tūturu Katorika, authentically Māori authentically Catholic. She leads the helm of the St Paul’s Waka and always has time for tamariki, kaiako, whānau and community, Kanohi ki te Kanohi. The impact is a highly effective example of Jesus’ servant leadership. School leaders too, are always available for their community and highly regarded by the school community as grounded and authentic Catholic Leaders.

- The leadership team encourages, and nurtures faith in others with an expectation of faith-based leadership from all. They work collaboratively to lead the development of Catholic Special Character as evidenced in the development of the Mission, Vision and Gospel Values.
- The Principal works collaboratively with the DRS to lead the development of Catholic Special Character in the school, ensuring the RE Curriculum and Gospel values, Vision and Mission have primacy in all key areas of the Kura. They lead strategic planning and annual planning at St Paul’s. The impact of this is a learning environment that is culturally cohesive and faithful to the Pauline Charism.

## **Dimension 2: Te Whakatupu Mā Te Mātauranga: Growth in Knowledge**

**How effectively does the school assist its community to grow in the knowledge and understanding of Jesus Christ, his teachings, and the Catholic Church?**

### **FOCUS AREAS:**

#### **1. Leadership**

- Leadership very effectively enables growth in faith, knowledge and understanding, which are necessary factors in the disciple’s journey. The Principal demonstrates a deep and grounded understanding of how a synthesis of life and faith is enacted in the work of the school and the daily lives of ākonga at St Paul’s, whānau and the parish of St Paul’s. School leaders



demonstrate fidelity to the Gospel Values and in all their interactions as leaders at St Pauls.

Mary (The Principal) optimises the bicultural nature of this school (Whānau Māori)

- The Principal is a faith-filled, compassionate role model for this Kura. She is deeply committed to ensuring St Paul's Kura continues to grow strategically from strength to strength, enabling all tamariki to fully develop their God given potential. The Principal and DRS work closely with each other, the Parish Priest and Parish administrator to ensure ākonga are given every opportunity to develop faith leadership, knowledge, skills, and experience.

"St Paul's provides a platform for our tamariki to begin to understand that there is a greater purpose than themselves, so they can begin to start living their lives according to what Jesus would do". (Whānau)

"I am really impressed with Mary; she does a great job and a great school flows from the top to the bottom. The staff are great too". (Whānau)

## 2. Religious Education

The Religious Education program is effective. It is given high status and is managed soundly, appropriately resourced, and professionally delivered by qualified kaiako.

- The DRS' reports to the board are comprehensive and very good information is also regularly given to kaiako and Whānau. The Principal's reports and newsletters present very good Religious Education and Special Character information to the Board and to the community. Digital platforms are beginning to be used to communicate Religious Education learning with Whānau, Parish and community. Whānau and Senior leaders report this is very effective. Tamariki are role models, leading the school in Kai Karakia and Meditation. A School Parish Mass is held on the fifth Sunday of the month and Kai Karakia leaders often provide leadership. The Church is filled to overflowing with school Whānau on these occasions.
- Kaiako use assessment data and work collaboratively to understand the impact of teaching and learning on student achievement in Religious Education. Ākonga progress reports inform whānau of involvement in Catholic special character and achievement in Religious Education. Internal Evaluation submitted to Catholic Education Services is rigorous reflecting that the school has effective evaluative systems for Religious Education. It demonstrates the positive impact of good evaluative practice with respect to teaching and learning and promoting effective outcomes for ākonga.
- Ākonga value and enjoy Religious Education. They can see the connections between their life and their faith, and their faith and culture. The educational experiences of ākonga are very much in evidence in classrooms reflecting their identity language and culture enabling the changing and diverse nature of the growing roll at St Paul's, to remain spiritually and culturally healthy, reflecting the growing cultural competence of kaiako.  
"I've learned that Jesus experienced betrayal, love and kindness" (ākonga)  
"He lived a rough life to show us to be humble, to love and to forgive our sins" (ākonga)



### 3. Catholic Curriculum

- The Catholic world view is effectively integrated into the daily practices of the school and curriculum areas. The school is an authentic Catholic community. It demonstrates a strong commitment to and educates for a deeper understanding of Te Tiriti o Waitangi, and its principles of protection, partnership, and participation, reflecting the commitment of the Aotearoa New Zealand Catholic Church to bi-cultural partnership. This is a strength of this Kura. St Paul's has a 3-year contract with Te Kawerau ā Maki with outcomes to accelerate success for Māori learners at St Paul's Kura. The Te Kawerau Iwi Tiaki Trust's investment in ka hikatia is significant for ākonga and whānau at St Paul's Kura.
- St Paul's DRS ensures that the curriculum is delivered effectively and that kaiako are supported and resourced to deliver the curriculum. She spends time supporting kaiako to enable their professional growth. This ensures a Catholic perspective is evident throughout the school's curriculum with Tō Tātou Whakapono – Our Faith, implementation underway in years 0-1 across the school. By supporting kaiako delivery of pedagogy, teaching and learning and importantly, knowing kaiako and ākonga, the DRS is positively progressing the delivery of Religious Education programmes. Kaiako very effectively implement the pedagogy of Russell Bishop's 'Relationship Based Learning' (RBL) and more recently The Kagan Programme, to further promote student agency. These are very effectively supporting ākonga promoting their learning and social development processes and underpinning the effectiveness of Religious Education programmes.

**"Fidelity: we want to show Fidelity to Religious Education, to Relationship Based Learning and to Kagan, this underpins the learning of our ākonga." (Leadership)**

Evaluators saw good evidence of this in teaching and learning programs. The Senior team now intend to document their developed curriculum in a written school document for 2025. This will provide a good roadmap for upcoming curriculum planning, enabling coherence with the roll out of the new Religious Education Curriculum, Tō Tātou Whakapono – Our Faith, and other initiatives as they occur. This will be important.

- Kaiako understand and acknowledge that students bring their prior learning and their own cultural experiences to new learning. Kaiako have an understanding of Mātauranga Māori and apply it to curriculum development always ensuring a Catholic perspective leads the school's curriculum. The effectiveness of this was heard by Evaluators.

**"Differentiating more challenging learning helps us, this gets us learning" (Senior Tamariki)**

Tamariki enjoy Religious Education and were becoming increasingly prepared to take risks and challenge their thinking as part of being a good learner. The arts are a living and enriching component of St Paul's RE curriculum. Each year a different facet of the performing or visual arts is integrated within the wider St Paul's Curriculum and this enhances the Catholic Special Character of the School. In 2024 Liturgical Dance is a focus.

- The school teaches about Te Tiriti o Waitangi, the importance of tangata whenua and the partnership between tangata tiriti. They educate for a deep understanding of the bicultural history of Aotearoa New Zealand. There is a real commitment to learning and teaching local Kātorika Māori and Pākehā history as it is the history and stories of ākonga and their whānau. The school's work with Te Kaurau Maki (Local iwi) continues to deepen, enrich and augment the local curriculum



*“A new teacher Whaea Jess came to our school and now years 1-6 are having te reo Māori lessons.” (ākonga Māori)*

*“I am reading a book about the Dawn Raids in Aotearoa New Zealand History” (ākonga Māori)*

- Having life to the Full is the new Health and Sexuality programme for Catholic Schools and Kaiako teaching in Catholic schools, need to undertake PLD so that the programme is delivered to ākonga. The school is underway with this planning.

### **Dimension 3: Te Whakaatu Karaitiana-Christian Witness**

**How effectively does the school provide a hope-filled Christian witness which empowers its community members to integrate their faith and their life?**

#### **1. Catholic School Community**

This school is a highly effective and authentic Catholic community that promotes and supports active Catholic Christian witness and practice both in the school and in the parish community of which it is an integral part. The school is open and welcoming, and everyone is treated with dignity and respect. The school's very strong relationship with the Parish Priest significantly contributes to empowering community members and forging the authentic integration of faith and life that is so visible at St Paul's. This is evidenced in daily life through:

- The annual Proclaiming the Word competition is based on the letters of St Paul, and the 3 School Pauline Values: Respect, Trust in God, and Servant Leadership.
- Praise postcards mailed to whānau to acknowledge the Gospel Values exhibited by their tamariki.
- The formation of a Catholic learning community where Gospel Values and Relationship Based Learning and Behaviour Management are the glue of a wholehearted approach to quality teaching and learning.

*“Coming to this school has made our family bigger with the staff and community, we all support each other” ( Whānau).*

*“Being part of this school has led us to become parishioner at St Paul's Parish” ( Whānau).*

#### **2. Partnership and Collaboration**

Recognising that education is a collaborative responsibility the school very effectively builds strong connections with the many groups they relate to including, Whānau, Parish, Diocese and the Bishop. Ākonga are enabled to develop an understanding of, and respect for, Te Tiriti o Waitangi. The cultural diversity at St Paul's, is a lived experience of Aotearoa New Zealand. St Paul's provides clear information and opportunities for whānau to understand school systems and practices in general and in relation to Catholic Special Character. Community consultation is prioritized, and whānau appreciate being heard. Ākonga, Kaiako, Whānau celebrate their cultural identity and respect the cultural diversity of others in the school community. *“The kindness, and inclusiveness of the 50 odd different cultures where everyone is included makes our family feel we belong” ( Whānau).* The community can see that their ideas are listened to, heard, and incorporated into the life of the school. They feel affirmed.



### 3. Pastoral Care

The school effectively ensures that education occurs in a safe, nurturing environment supported by a strong pastoral care network in which each member of the community is known, respected, cared for and aware that they are loved unconditionally by God.

- The mana and tapu of each individual, tamariki, whānau and Kaiako is acknowledged and upheld. As people of the Gospel and in the light of the preferential option for the poor, staff and students treat each person with respect and aroha.
- Pastoral care systems and procedures are responsive to the needs of tamariki/rangatahi and reflect Gospel values and Church teachings. Tamariki/Rangatahi, staff and whānau understand the school's pastoral care systems and ways of accessing these. The school responds to needs in a practical way.
- The school very **effectively** ensures that education occurs in a nurturing environment with a robust pastoral care network. Each member of the community is known, respected and aware that they are loved unconditionally by God.
- Staff feel affirmed and appreciated, and know their wellbeing is important. Their faith and professional development is prioritised.
- "My daughter is autistic and we were welcomed at this school"( Whānau).

### 4. Service and Outreach

- Ākonga and kaiako lead outreach and service for many initiatives based on the Gospel message and show a willingness to give of their own time and assist others generously. Caritas and St Vincent de Paul feature widely in the integrated curriculum and are highly visible in the service and outreach program at St Paul's.

### Dimension 4: Te Kaitiakitanga Me To Whakapakari I Te Tuakiri Katorika-Safeguarding and Strengthening Catholic Character

**How effectively does the school, in its stewardship, and its compliance with legal obligations, safeguard and strengthen its Catholic identity?**

#### FOCUS AREAS:

##### 1. Stewardship

Effective governance and management safeguard and strengthen Catholic special character within the areas of organisation, employment, professional development, formation, and enrolment.

- The Board very effectively supports the Principal and leadership team to ensure that the vision and strategic direction for the school clearly reflects Religious Education and Catholic special character in the school.
- The Board demonstrates a genuine commitment to Te Tiriti o Waitangi and Bicultural



Partnership, and they have a genuine desire to ensure ākonga Māori achieve educational and faith development success as Māori.

- The Board incorporates a genuine commitment to Te Tiriti o Waitangi, te ao, tikanga and Mātauranga Māori into their policies and school procedures, and their actions. This is evident in the Board's strategic plan where their expectation for the faith development, educational excellence and personal wellbeing of all ākonga and kaiako is made clear.
- St Paul's processes of internal evaluation continue to enable good practice to be modelled and led. Strategic leadership affirms and identifies next steps for growth in the areas of both Catholic Special Character and Religious Education. The pedagogy to drive this growth is very effectively implemented by school leaders and Kaiako. This is evident in Strategic Plan and Annual planning and the responsive practice of Kaiako.



Ākonga stand alongside a statue of Jesus located in the school's grounds.



## Catholic Special Character Evaluation Report Summary

### Areas of growth since the last evaluation report

Senior Leaders and The Board ensure that the vision and strategic direction of the school is clear and understood by everyone. Feedback from staff, whānau and ākonga to the evaluation team is that they see the Principal, Senior Leaders and Kaiako as role models of their faith in action.

St Paul's is very well led by the Principal, Senior Leadership Team, and the Board. They have undertaken significant mahi to positively lead the school, ensuring it becomes a future facing Kura Katorika.

The school's Vision, Pauline Charism and Gospel Values have been refreshed. They are very well known by ākonga and visible throughout the school. Most importantly they are effectively and authentically in action at St Paul's school.

Teaching and learning at St Paul's is Christ-centred and future-focused. The school very deliberately works to ensure all ākonga can achieve their very best in all areas of Kura life. This is a Learning community in which ākonga, Kaiako and whānau participate wholeheartedly, and they have high expectations with the goodwill of the entire St Paul's' community at heart.

*"Achieving the best possible academic standards is a goal for all Catholic Schools...enabling each student to use their God given talents in promoting the good of society and the spread of the kingdom of God". (Catholic Education of School Age Children, p.6).*

Teaching and learning across the school are prioritized and this continues to be reflected in the expectations and outputs for Religious Education with a focus of developing agentic teaching and learning, alongside new practice to strengthen this approach (RBL) (Kagan).

The professional learning and faith community of Kaiako, led by the Principal and leadership team, continues to be a driving force in the professional life of the school. The leadership capability and capacity of the Principal enables her to lead the community with great heart, underpinning the very good progress being made at St Paul's.



## Recommendations

- Continue to further strengthen consistency across the school to develop and embed excellent pedagogical practice in Religious Education and across all curriculum areas.
- Update St Paul's Integrated curriculum as a written school document for 2025. This will provide a good roadmap for upcoming curriculum planning to enable clarity and coherence across the school, enabling an effective roll out of the new Religious Education Curriculum, Tō Tātou Whakapono – Our Faith, and other initiatives as they occur.
- Ensure that all documentation has evidence of explicit Catholic character and that the Catholic Curriculum is the first curriculum.
- Implement Health and Sexuality curriculum from a Catholic perspective by ensuring teachers undertake Having Life to the Full PLD and that the NCRS Sexuality resource is implemented in the school.
- Include the booklet *The Catholic Education of School Aged Children* on the Board agenda for discussion each meeting.

The evaluation team is confident that the St Paul's Principal, DRS, leadership team, and the Board, have the willingness and ability to address these recommendations fully before the next external evaluation. The Catholic Education Office staff are available to assist the Principal, Board of Trustees and staff in compiling an action plan to address these recommendations.

The team thank the community of St Paul's for the welcome, hospitality and cooperation extended to them and for the opportunity to experience the way that they safeguard and strengthen their Catholic special character. The organisation and preparation for the evaluation by the school is greatly appreciated.



Christine Smith Lead Evaluator

Viki Trainor Accompanying Evaluator



Philip Mahoney Manager Catholic Schools Office